

Ridgeland Elementary

Bees Creek Road
Ridgeland, S.C. 29936

Grades	PK-4 Elementary School	
Enrollment	770 Students	
Principal	Ms. Connie Hall	843-717-1300
Superintendent	Dr. William Singleton	843-717-1100
Board Chair	Mrs. Kathleen Snooks	843-726-8063

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	37	58	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No

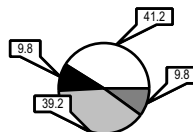
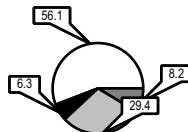
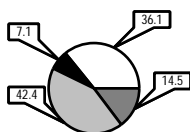
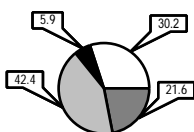
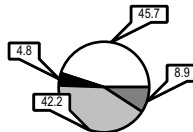
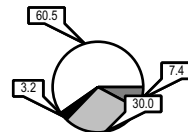
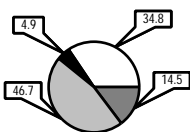
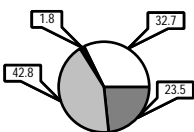
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

87.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	287	99.7	30.1	41.7	22.4	5.8	30.5	No	Yes
Gender									
Male	143	99.3	34.1	45.5	18.7	1.6	23.6		
Female	144	100.0	26.5	38.2	25.7	9.6	36.8		
Racial/Ethnic Group									
White	36	97.2	31.0	51.7	17.2	0.0	20.7	I/S	I/S
African American	221	100.0	30.0	40.6	22.7	6.8	31.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	30	100.0	30.4	39.1	26.1	4.3	34.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	231	100.0	27.9	43.8	22.1	6.3	36.5		
Disabled	56	98.2	39.2	33.3	23.5	3.9	5.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	287	99.7	30.1	41.7	22.4	5.8	30.5		
English Proficiency									
Limited English Proficient	13	100.0	60.0	40.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	274	99.6	28.9	41.8	23.3	6.0	31.7		
Socio-Economic Status									
Subsidized meals	248	99.6	30.9	42.7	21.4	5.0	30.0	No	Yes
Full-pay meals	39	100.0	25.6	35.9	28.2	10.3	33.3		

Mathematics – State Performance Objective = 36.7%									
All Students	287	99.7	35.9	42.1	15.1	6.9	33.2	No	Yes
Gender									
Male	143	99.3	39.8	43.9	12.2	4.1	26.8		
Female	144	100.0	32.4	40.4	17.6	9.6	39.0		
Racial/Ethnic Group									
White	36	97.2	37.9	37.9	13.8	10.3	34.5	I/S	I/S
African American	221	100.0	36.2	41.5	15.0	7.2	32.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	30	100.0	30.4	52.2	17.4	0.0	39.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	231	100.0	32.7	43.3	15.9	8.2	36.1		
Disabled	56	98.2	49.0	37.3	11.8	2.0	21.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	287	99.7	35.9	42.1	15.1	6.9	33.2		
English Proficiency									
Limited English Proficient	13	100.0	60.0	40.0	0.0	0.0	10.0	I/S	I/S
Non-Limited English Proficient	274	99.6	34.9	42.2	15.7	7.2	34.1		
Socio-Economic Status									
Subsidized meals	248	99.6	34.5	45.0	14.1	6.4	32.3	No	Yes
Full-pay meals	39	100.0	43.6	25.6	20.5	10.3	38.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	287	99.7	55.6	29.7	8.5	6.2	14.7
Gender							
Male	143	99.3	59.3	29.3	8.1	3.3	11.4
Female	144	100.0	52.2	30.1	8.8	8.8	17.6
Racial/Ethnic Group							
White	36	97.2	44.8	37.9	13.8	3.4	17.2
African American	221	100.0	58.0	26.6	8.2	7.2	15.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	30	100.0	47.8	47.8	4.3	0.0	4.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	231	100.0	52.9	30.3	9.6	7.2	16.8
Disabled	56	98.2	66.7	27.5	3.9	2.0	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	99.7	55.6	29.7	8.5	6.2	14.7
English Proficiency							
Limited English Proficient	13	100.0	50.0	50.0	0.0	0.0	0.0
Non-Limited English Proficient	274	99.6	55.8	28.9	8.8	6.4	15.3
Socio-Economic Status							
Subsidized meals	248	99.6	55.9	30.5	8.6	5.0	13.6
Full-pay meals	39	100.0	53.8	25.6	7.7	12.8	20.5

Social Studies							
All Students	287	99.7	41.3	38.6	10.4	9.7	20.1
Gender							
Male	143	99.3	42.3	43.9	9.8	4.1	13.8
Female	144	100.0	40.4	33.8	11.0	14.7	25.7
Racial/Ethnic Group							
White	36	97.2	51.7	34.5	6.9	6.9	13.8
African American	221	100.0	42.0	35.7	11.1	11.1	22.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	30	100.0	21.7	69.6	8.7	0.0	8.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	231	100.0	36.5	41.8	10.6	11.1	21.6
Disabled	56	98.2	60.8	25.5	9.8	3.9	13.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	99.7	41.3	38.6	10.4	9.7	20.1
English Proficiency							
Limited English Proficient	13	100.0	40.0	60.0	0.0	0.0	0.0
Non-Limited English Proficient	274	99.6	41.4	37.8	10.8	10.0	20.9
Socio-Economic Status							
Subsidized meals	248	99.6	39.5	40.5	10.9	9.1	20.0
Full-pay meals	39	100.0	51.3	28.2	7.7	12.8	20.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	124	100.0	35.8	30.9	24.4	8.9	33.3
	4	184	99.5	40.1	40.7	19.2	N/A	19.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	150	100.0	25.6	39.5	23.3	11.6	34.9
	4	137	99.3	35.5	44.6	19.8	0.0	19.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	124	100.0	40.7	40.7	12.2	6.5	18.7
	4	184	99.5	39.0	45.1	10.4	5.5	15.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	150	100.0	29.5	45.0	16.3	9.3	25.6
	4	137	99.3	43.0	39.7	12.4	5.0	17.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	150	100.0	50.4	30.2	7.8	11.6	19.4
	4	137	99.3	61.2	28.9	9.1	0.8	9.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	150	100.0	37.2	31.0	13.2	18.6	31.8
	4	137	99.3	43.8	48.8	6.6	0.8	7.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 770)				
First graders who attended full-day kindergarten	55.6%	Down from 87.9%	100.0%	100.0%
Retention rate	6.0%	Up from 5.3%	3.9%	3.0%
Attendance rate	94.7%	Down from 95.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.3%	Up from 10.5%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.0%	Up from 5.9%	5.6%	3.2%
Eligible for gifted and talented	0.7%	Down from 2.4%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Up from 6.2%	7.8%	8.2%
Older than usual for grade	1.6%	Up from 1.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
Teachers (n= 61)				
Teachers with advanced degrees	45.9%	Up from 43.8%	50.6%	52.6%
Continuing contract teachers	47.5%	Down from 53.1%	77.1%	83.3%
Highly qualified teachers	90.2%	Up from 84.8%	91.7%	93.5%
Teachers with emergency or provisional certificates	16.3%	Down from 19.6%	3.0%	0.0%
Teachers returning from previous year	79.1%	Down from 82.0%	83.0%	87.0%
Teacher attendance rate	92.0%	Down from 93.1%	94.9%	95.0%
Average teacher salary	\$37,933	Up 6.4%	\$40,343	\$41,703
Prof. development days/teacher	9.2 days	Down from 29.1 days	14.3 days	12.8 days
School				
Principal's years at school	0.0	Down from 4.8	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 18.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	84.2%	Up from 80.1%	88.8%	89.8%
Dollars spent per pupil*	\$6,001	Down 2.9%	\$7,473	\$6,242
Percent of expenditures for teacher salaries*	68.5%	Down from 71.4%	63.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	85.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ridgeland Elementary School is a "Modern Red Schoolhouse" (MRSH) designed to build on the strengths of the school and develop a customized implementation program for training professional staff. The overall goal is to improve student performance. For the past three years, we have aligned our curriculum to state standards, developed rubrics for lessons and created a standards-driven environment that enhances student learning and teacher knowledge.

As we reflect on this school year, there is much to commemorate. We continue to make gains on our state PACT testing and overall student achievement. We are committed to educate and challenge every child to his/her fullest potential. Multiple strategies are in place to make certain we are reaching and exceeding our goal. Our teachers effectively utilize Academic Assistance Plans, MAP, DRA and Dominie data to increase student success. Our 100 Book Challenge and Accelerated Reader motivate students to read independently and develop a desire to read. Our English as a Second Language teacher works diligently to meet the needs of our Hispanic population. Our after-school programs provide additional tutorial assistance for our students. The science and Math Infused with Technology coaches work very closely with classroom teachers to increase student achievement in the content areas using hands-on activities and multi-media domain. The staff and students participate in planned character education initiatives. Our parents and community gave their full support to school initiated activities such as, Open House, PACT Nights, Literacy Nights, Family Science Night, Grits for Grandparents, Make and Take Workshop for Child Care Providers and Career Day.

Local businesses joined us to raise funds for Jump Rope for Heart, and Pennies for Patients and Relay for Life. Our students and staff participated in local parades and provided food baskets to citizens in the community. We house the Boys and Girls Club on our campus which provides summer and after-school services to numerous families throughout the county. We are fortunate to maintain the partnership with the Callawassie Readers. They provide invaluable service to our first grade students.

We welcome visitors and volunteers to Ridgeland Elementary where all students meet academic standards. Students, parents, teachers, and community MAKE IT HAPPEN!

Sandra B. Burton, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	117	105
Percent satisfied with learning environment	67.6%	88.0%	60.6%
Percent satisfied with social and physical environment	55.9%	83.5%	56.9%
Percent satisfied with school-home relations	20.6%	88.0%	46.1%

*Only students at the highest elementary school grade level at this school and their parents were included.